APPLICATION FOR NEW COURSE

1. Submitted by College of Education
   Department/Division offering course: EDSRC

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number: IEC 709
   b. Title: Seminar in IECE
      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits: 3

3. Course description
   EDS 710 Seminar in Interdisciplinary Early Childhood Education. (3). Advanced study of issues related to inclusive programs for all young children and their families including etiology of disabilities, developmentally appropriate practice, assessment, intervention and instruction, theories, and contemporary research findings. Prereq: Admission to Ed.S. or Ed.D. program in Special Education.

4. Prerequisites (if any)
   Prereq: Admission to Ed.S. or Ed.D. program in Special Education.

5. May be repeated to a maximum of ________ (If applicable)

6. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department
   Fall 06 (semester and year)

7. Course to be offered
   □ Fall
   □ Spring
   □ Summer
   Yes □ No
   Will the course be offered each year?
   (Explain if not annually)

8. Why is this course needed?
   This is a new course for a revised program in Interdisciplinary Early Childhood Education (IECE) now housed in the COE

9. By whom will the course be taught?
   IECE Faculty
   Are facilities for teaching the course now available?
   □ Yes □ No
   If not, what plans have been made for providing them?
Application for New Course Department of Special Education and Rehabilitation Counseling

Prefix and Number: IEC 709

Title: Seminar in IECE

Lecture / Discussion: 3 hours per week

Laboratory: NA

Credits: 3

Course description: EDS 710 Seminar in Interdisciplinary Early Childhood Education. (3) Advanced study of issues related to inclusive program for all young children and their families including etiology of disabilities, developmentally appropriate practice, assessment, intervention and instruction, theories and contemporary research finding.

Prerequisites: Admission to Ed.S. or Ed.D. program in Special Education

Cross listed as: NA

Rationale: This is a new course for a revised program in Interdisciplinary Early Childhood Education (IECE) now housed in the College of Education.
IEC 709 - Syllabus
Seminar in Interdisciplinary Early Childhood Education
UNIVERSITY OF KENTUCKY

COURSE: Seminar in Interdisciplinary Early Childhood Education

CLASS MEETINGS: TBA

OFFICE HOURS: By appointment

INSTRUCTORS:
Dr. Katherine M. McCormick, Associate Professor
Department of Special Education
126 Taylor Education Building
Office phone: 257-9573
E-mail: kmcco2@uky.edu

Dr. Jennifer Grisham Brown, Associate Professor
Department of Special Education
119 Taylor Education Building
Office phone: 257-8943
E-mail: jglet00@uky.edu

Dr. Kim Townley, Associate Professor
Department of Special Education
126 Taylor Education Building
Office phone: 257-7906
E-mail: TBA

Dr. Lee Ann Jung, Assistant Professor
Department of Special Education
126 Taylor Education Building
Office phone: 257-7905
E-mail: ljung@uky.edu

REQUIRED READINGS:
Copies of required readings will be provided.

COURSE DESCRIPTION:
IEC 709 is the advanced study of issues related to Interdisciplinary Early Childhood Education in children, including etiology, assessment, intervention, theories and contemporary research findings.

Prerequisite: Admission to the Ed.S. or Ed.D. program in special education.

RATIONALE:
To be a successful leader in early intervention or early childhood special education, one must have the information base necessary for evaluating the history, conceptual development, and current status of the fields of early childhood, early intervention, preschool special education, and primary elementary programs. During the seminar, we will examine critical issues related
to serving all young children and their families; including those children who are at-risk for or diagnosed with disabilities or delays.

OUTCOMES:

After completing this course, the IEC 709 student should be able to:
1. Use the content and knowledge of resources acquired during the course to present information regarding interdisciplinary early childhood education to audiences not previously familiar with this area.
2. Discuss in oral and written presentations major research findings and issues pertaining to interdisciplinary early childhood education addressed during the seminar.
3. Demonstrate the ability to identify, discuss, and critique important issues in the area of interdisciplinary early childhood education.

INSTRUCTORS' EXPECTATIONS OF THE STUDENT:

1. Full participation in each class session.
2. Regular and prompt attendance at class meetings.
3. Mastery of class outcomes and completion of course assignments.
4. Willingness to work collaboratively, accept corrective feedback, and modify performance.

INSTRUCTORS' RESPONSIBILITIES TO STUDENTS:

1. Planned and organized class sessions.
2. Willingness to listen to areas of concern.
3. Fairness in evaluating student performance.
4. Creation of an environment in which ideas may be shared openly.

LEARNING ACTIVITIES:

1. The instructors have selected readings that address interdisciplinary early childhood education. The assigned readings provide a background on the history of early childhood, early intervention, and preschool special education as well as current trends in each of these areas. Students are responsible for reading this assigned material and coming to class prepared to use the information in class discussion.

2. Students also should identify, read, and integrate related literature on the topic of interdisciplinary early childhood education from 1990 to the present. The specific procedures for identifying this literature (e.g., types of sources, scope of the topic, etc.) will be discussed in class and finalized during the second class meeting. Students will receive a written description of the procedures via e-mail before the third class meeting.

3. Seminar meetings will provide practice for the type of verbal behavior expected of doctoral students during qualifying examinations. During seminar sessions, instructors will pose higher-order questions that require synthesis and analysis of readings. Students will be expected to base responses on information found in the professional literature.
Students also are encouraged to form their own questions and to pose these questions during seminar discussions.

4. Students will prepare a literature review on a topic of choice that relates to interdisciplinary early childhood education. The paper should be of sufficient quality for professional publication, and a non-contingent review with general feedback is available from the instructors if the paper is submitted at least two weeks prior to the due date for this activity. This paper must be original work prepared during the semester for IEC 709 and may not be based on papers produced for other classes.

5. During the two final class sessions, students will participate in simulations of written and oral qualifying examinations. The information base for these sessions will be the literature on trends and issues in early childhood and early childhood special education. Students may elect to prepare for these sessions as a group, but there is no requirement to do so. Students will complete time-limited "sit down" examinations for the written portion. Written products will serve as a partial basis for the questions posed during the oral exam.

**EVALUATION PROCEDURES:**

A specified number of points are available for each course requirement (see detailed descriptions below). The following is a summary of the point structure:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation at seminar (12 sessions)</td>
<td>20%</td>
</tr>
<tr>
<td>Literature review</td>
<td>40%</td>
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<tr>
<td>Simulated qualifying examination:</td>
<td></td>
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<tr>
<td>Written exam</td>
<td>25%</td>
</tr>
<tr>
<td>Oral exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grades will be awarded on the following scale:

- 90-100% of points = A
- 80-89% of points = B
- 70-79% of points = C
- (Graduate School policy does not permit D grades for graduate students)
- 0-69% of points = F

**Policy on late assignments.** All due dates are stated on the class schedule distributed at the first class session. Late written assignments will have 10% of available points deducted for every portion of a 24-hour period that the assignment is overdue. Material submitted late must be hand-delivered to one of the instructors or to Ms. Regina Lunsford, in 229 Taylor Education Building.

**DESCRIPTIONS OF COURSE REQUIREMENTS:**
1. Attendance and participation. Each student's participation is evaluated by the instructors following each class session using the evaluation instrument attached to the syllabus. Behaviors to be evaluated include:
   a. Attendance and punctuality rated as either satisfactory or unsatisfactory
   b. Verbal participation rated as "outstanding" (3 points), "satisfactory" (2 points), "marginal" (1 point) or "unsatisfactory" (0 points) on the following behaviors:
      - Verbal behavior that reflects comprehension of the required reading material,
      - Ability to participate in spontaneous discussion on the topic while maintaining a focus based on the professional literature,
      - Ability to respond to questions from instructors or other students with clear, logical, and creative responses,
      - Ability to formulate pertinent questions,
      - Ability to gauge an appropriate amount of participation based on the number of persons involved in the seminar,
      - Use of appropriate professional terminology, and
      - Use of appropriate grammar.

2. Literature review. This paper is an opportunity to write on a topic of choice. Professional literature pertaining to the topic should be used to develop descriptions and arguments within the paper; both research and opinion pieces are appropriate as sources. The paper is worth a total of 100 points and will be evaluated on the following criteria:
   - Comprehensiveness and organization of the content (40 points)
   - Degree to which appropriate professional literature is included (20 points)
   - Clarity of writing and accuracy of mechanics (20 points)

Four copies of the paper are required, one for each instructor. Copies should be delivered directly to each instructor on or before the due date.

3. Simulated qualifying examinations, written and oral. The course content (i.e., readings and seminars) will be the basis for the simulated qualifying examinations. The written portion of the exam will be completed during the 7th class session, the oral portion during the 9th class session.

Evaluation criteria for the written portion include:
   - Accuracy of information,
   - Writing style including clarity and conciseness of language, organization, and mechanics,
   - Depth and breadth of content,
   - Use of appropriate citations, and
   - Relevance to the question.

Evaluation criteria for the oral portion include:
- Accuracy of information,
- Speaking style including clarity and conciseness of language, organization, and grammar,
- Depth and breadth of content,
- Use of appropriate citations, and
- Relevance to the question.

Students may bring annotations/summaries and copies of articles to the written exam session.

**POLICY ON CHEATING AND PLAGIARISM**

All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Student Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>• Overview of course</td>
</tr>
<tr>
<td>Class 2</td>
<td>• Complete packet of background readings prior to class to prepare for class discussion</td>
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<td></td>
<td>• Determine format for each student’s selection of inclusion literature, 1990-2000</td>
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<tr>
<td>Class 3</td>
<td>• Submit a preliminary reference list for review of literature</td>
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<tr>
<td>Class 4</td>
<td>• Submit preliminary outline or web for review of literature</td>
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<tr>
<td>Class 5</td>
<td>• Discuss progress on review of literature and content found within sources</td>
</tr>
<tr>
<td>Class 6</td>
<td>• Discuss progress on review of literature and content found within sources</td>
</tr>
<tr>
<td>Class 7</td>
<td>• Simulated written qualifying exam</td>
</tr>
<tr>
<td>Class 8</td>
<td>• Review of literature due; submit 1 copy to each instructor</td>
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<tr>
<td></td>
<td>• No class meeting</td>
</tr>
</tbody>
</table>
| Class 9 | · Simulated oral qualifying exam
· Each student will meet individually with instructors in one of these time blocks: 12:00-12:55, 1:00-1:55, 2:00-2:55. |
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 3 - 5

11. Will this course serve students in the Department primarily?  
   Yes  No
   Will it be of service to a significant number of students outside the Department?  
   Yes  No
   If so, explain.

Will the course serve as a University Studies Program course?  
   Yes  No
   If yes, under what Area?

12. Check the category most applicable to this course  
   ☒ traditional; offered in corresponding departments elsewhere;  
   ☐ relatively new, now being widely established  
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   Yes  No

14. Is this course part of a proposed new program?  
   Yes  No  
   If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*  
   Yes  No  
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name  Lee Ann Jung  
   Phone Extension  7 - 7901

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

__________________________
Department Chair

__________________________
Dean of the College

__________________________
Date

__________________________
Date

__________________________
Date of Notice to the Faculty

__________________________
Date

__________________________
Date

__________________________
Date

__________________________
Date

__________________________
Date

__________________________
Date

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

__________________________
Date of Notice to University Senate

__________________________

ACTION OTHER THAN APPROVAL

Rev 3/04